

**THE INFLUENCE OF USING ANIMATED PICTURE TOWARDS THE  
STUDENTS' VOCABULARY MASTERY AT THE SECOND SEMESTER  
OF THE EIGHTH GRADE OF SMP GAJAH MADA  
2018/2019 ACADEMIC YEAR**



**A THESIS**

**Submitted as a Partial Fulfillment of The  
Requirements for S1 – Degree**

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2019**

## ABSTRACT

### **THE INFLUENCE OF USING ANIMATED PICTURE TOWARDS THE STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP GAJAH MADA 2018/2019 ACADEMIC YEAR**

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This research was conducted based on the preliminary research that were many students got problem in vocabulary mastery, the students have lack of confidence to apply vocabulary and they have difficulties to develop their vocabulary. The objective of the research was to find out whether there was influence of using animated picture towards the students' vocabulary mastery at the first semester of eighth grade of SMP Gajah mada 2018/ 2019 academic year.

The research methodology was quasi experimental design with the treatment held in 3 meetings, 2 x 40 Minutes for each meeting. The population of this research was the eighth grade of SMP Gajah Mada Bandar Lampung . The total sample in this research was 60 students that were taken from two classes VIII A and VIII B. In collecting the data, the resercher used instruments pre – test and post – test, the researcher analyzed the data using SPSS to computer t – test.

From the data analysis, the researcher analyzed the data by using independent sample t – test. It was found out that result of Sig (Pvalue) = 0.000 <  $\alpha$  = 0.05. It means that  $H_0$  is rejected and  $H_a$  is accepted. Therefore, there is a significant influence of using animated picture toward students' vocabulary mastery of eighth grade of SMP Gajah Mada Bandar Lampung.

**Keywords:** *Animated Picture, Quasi experimental Design, Vocabulary*





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## DECLARATION

In here by state this thesis entitled “The Influence of Using Animated Picture toward The Students’ Vocabulary Mastery at The First Semester of The Eighth Grade of SMP Gajah Mada 2018/ 2019 Academic Year” is completely my own work. I am fully aware that i have quoted some statements, references, and idea from various sources and those are properly acknowledged in the text.



Bandar Lampung, November 2019  
Declared by,

Dhebi Okpiyani  
1411040042

## MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

Meaning: And He taught Adam the names – all of them. Then he showed them to the angels and said, “Inform Me of the names of these, if you are truthful”

(Al – Baqarah: 31)<sup>1</sup>



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<sup>1</sup>Abdulla Yusuf Ali, Te Holly Qur'an Arabic Text with English Translation (India: New Johar Office Orinter), p.688



## DEDICATION

This thesis is dedicated to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Sudarto Saleh and Mrs. Nirwana AR who support, motivate, and always love me and keep praying for my life and success.
3. My beloved brother Dheza Lukita.
4. My beloved sisters Dhita Sepriyana, Dhea Yuni Fahleni, Dheswita Septia Anggraini they have motivated and guided me to finish my study well.
5. My best friends Katrin Nindya Hasri, Rivani Dwi Aisyah, Dewi Primawati, Alviana Azka, Anggita Eka Rostianti they have always support me.
6. My special friend Mr.Son's Herdawati who support and always stay for me.
7. All of my big family and all of my beloved friends who cannot be mentioned directly in this thesis one by one, thanks for your big support and your time in every moody.
8. My beloved Elementary, Junior and Senior High School Teachers.
9. My beloved lecturers and almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self development.

## **CURRICULUM VITAE**

The researcher's name is Dhebi Okpiyani. She was born in Kalianda on October 14<sup>th</sup>, 1996. She is the third child of Mr. Sudarto Saleh and Mrs. Nirwana. She has one brother his name is Dheza Lukita and she has three sisters their name are Dhita Sepriyana, Dhea Yuni Fahleni, Dheswita Septia Anggraini.

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The Researcher

Dhebi Okpiyani



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First of all, praise is to Allah the almighty, the most merciful, the most beneficent for his blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “The Influence of Using Animated Picture Towards The Students’ Vocabulary Mastery at The First Semester of The Eighth Grade of SMP Gajah Mada 2018/2019 Academic Year” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree .

Then researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, none or nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, November 2019  
The researcher

Dhebi Okpiyani

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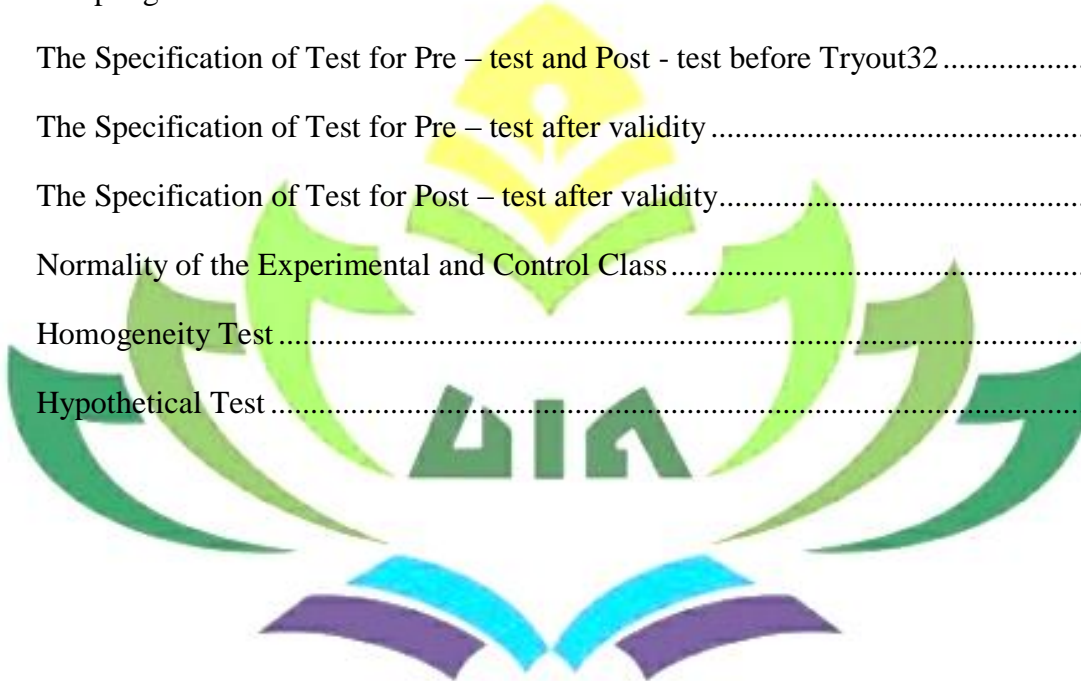
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## CHAPTER I INTRODUCTION

### A. The Background of the Problem

Language is a set rules used by human as tool of their communication.<sup>2</sup>By using a language, people are able to communicatively, share their experiences, thoughts, feelings, knowledge with other people from different countries. Brown says language is more than a system communication. It involves whole person, culture, educational, developmental communicative process. <sup>3</sup> It means that language is a mean used to express ideas, opinions and feelings to other people. Especially in globalization era, communication becomes more important. People want to get as much information as possible. There are many languages in this world but we know English is the international language. It is English is also used as the language of science and knowledge, so people can find many book and information written in English. It is because English almost used by all countries as the first, the second or the foreign language. It means that in this era people have to master English to get more information.

In this globalization era technological sophistication is the most highlighted, the technological development become media that students found in their daily lives. This can also be made by students as a means of communication with others people and also being able to become means of learning English. Nowadays, there are many media that introduced English with various interesting

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<sup>2</sup>SanggamSiahaan, *The English Paragraph*, (Yogyakarta, GrahaIlmu, 2008),p.1

<sup>3</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, ( San Fransisco: Longman, 2007),p.6



content that we easily access. So with the many media offered to learn English is not different because English become more important in all sides of life.

The Indonesia government curriculum has informed that all schools in Indonesia have to teach English. Additionally, English has to be mastered by students and it caused government of Indonesia made English is not only a lesson which must be learnt by students of Indonesia but it is also as one of the subject in stated examination in Indonesia. The value of English as important lesson had been practical than theoretical. In practicing English are mentioned four skills which must be mastered by the student.<sup>4</sup>

The four skills of English as a language are listening, speaking, reading, and writing. All of skills must be mastered by students because it become the standard competencies which have to be reached by students, and to be able to master all four skills students must have vocabulary basics first. Vocabulary is one of English sub skills that must be taught to the students because vocabulary has an important role for all language skills. David Wilkins in Thornbury states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.<sup>5</sup> In other words, the first thing that has to be mastered by language learners in learning language is vocabulary.

In listening, students “vocabulary influences their understanding toward teacher’s speech, class discussion, and other speeches. The words that they chose in speaking affect how well they delivered a message. In reading , students’

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<sup>4</sup>Bunch, Christopher.J.*English for International communication* (Landon:Pergamon Press,1981), p.30

<sup>5</sup>. Thornbury, S.*How To Teach Vocabulary*, (United Kingdom:Pearson Education Limited, 2002),p.13

vocabulary affects their ability to understand and comprehend a text. In addition, dealing with writing, students' vocabulary also influences how clear they convey their thought to the reader and that's way vocabulary so important for students.

Hiebert says that the summary of the primary findings of the National Reading Panel indicates that vocabularies are expanded and elaborated in multiple ways. However, whereas the opportunities for learning words may be myriad, the effects of comprehension on vocabulary were found most consistently when at least some words are taught directly.<sup>6</sup> Therefore, the English teacher has to able to organize teaching and learning activities that they have to give materials using a suitable method and master the lesson effectively. Especially in learning vocabulary, teachers should make the students able to memorize such words in English language and group of new words. The statements above mean vocabulary is important to teach and teachers must try to find the most effective way to taught it.

From the above statement teachers often have difficulty in finding the right method so that students can understand the lessons that are delivered well. The teacher only has to find a media that makes students will to learned vocabulary and memorize it not just translate words on the internet or copy assignments belonging to friends. Based on preliminary research that was done by the writer in SMP Gajah Mada Bandar Lampung on July 24<sup>th</sup> 2018, the students' vocabulary mastery is still low. It can be seen on the table below.

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<sup>6</sup>. Hiebert, H,Elfrieda and Kamil, L,Michael. *Teaching and Learning Vocabulary*, (Lawrence Erlbaum Association:New Jersey:London.2005),p.12

**Table 1**  
**Students' Score of Vocabulary at the Eighth Grade of SMP Gajah Mada in the Academic Year of 2018/2019**

No	Students' Score	Number of Students	Percentage
1	<70	69	76,67%
2	≥70	21	23,33%
		90	100%

Source: Scoring Book of English Teacher a SMP Gajah Mada

Meanwhile, from the data in Table 1, it can be seen that from ninety nine of the tenth grade of SMP Gajah Mada. There are 69 students (76,67%) got score under 70. The students still face difficulties in mastering vocabulary.

According to interview done by English Teacher at SMP Gajah Mada of eighth grade Mr.Faisal Budiman, in there was found out that students were easy to memorize and accepted the materials but then easy to forget them. The other caused was that the students never practice the language whether when they were in the classroom or at home. They were afraid of making mistakes when they speak English, they prefer to speak Indonesian language to their teacher or friends. It was also found out that it was caused by English teacher who only explained the materials and then just gave exercises in written from. There was no variation or other teaching media used by the teacher. The only teaching media was text book and blackboard, his media made the students sometimes felt bored and sleepy, especially when it was taught in the last session.

From the students problems above, the teacher should used interesting media in teaching vocabulary by using animated picture. Students usually like teaching medias that are interesting and not monotonous, and animation is something that students prefer, especially junior high school' students,because



animation is not a foreign thing for these students. When we invited the students to think about the media, we are exposing a wide variety of reading texts and animated picture son them. McKnight stated that television, magazines, websites, social media, video games, advertising is an example.<sup>7</sup>

Animated picture is the media as an intermediary that transmit in formation between source and receiver.<sup>8</sup> So, the media is anything that can be used to delivered a message from the sender to the receiver. So as to stimulate the mind, feelings, concerns and interest so students in away that learning occurs. In teaching English the teacher can use many kind so media such as: circular cards, flip cards, word cards, and animated on picture. In technology-aided education, visual materials such as animations, animated pictures and multi media software have a great importance.<sup>9</sup> Animated picture is able to offer a more pleasant learning media. Animated pictures able to attract attention, increase students' motivation and thought provoking more memorable. Everything helps in the process reduced the cognitive load of students received so i thing subject matter or message you want to conveyed by educators.

From previous research by I Gede Putu Prastihana student from Mahasaraswati Denpasar University “Improving Descriptive Paragraph Writing Through Animated Picture of The Eighth Grade Students in SMPN Amlapura 3 in

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<sup>7</sup>. Mary Lou Brandvik and Katherine S. McKnight, *Buku Panduan Guru Bahasa Inggris Berbagai Teknik Siap Pakai dan Materi*, (Jakarta: Indeks, 2013), P. 297.

<sup>8</sup> Arsyad, Azhar. *Media Pembelajaran*, ( Jakarta: Rajagrafindo Persada, 2002), p. 4

<sup>9</sup> Gokhan Aksoy, *The effects Animation Technique on the Grade and Technology Course*, ( Ministry of National Education: Terkey, 2012), p. 120,  
[https://file.scirp.org/pdf/CE20120300004\\_21145992.pdf](https://file.scirp.org/pdf/CE20120300004_21145992.pdf), accessed on 16<sup>st</sup> September 2019

the Academic Year of 2013/2014”<sup>10</sup> and Rina husnifa student from Islamic University of North Sumatera Medan “the use animated picture to improve students’ vocabulary of sevent grade at Mts TPI Sawit seberang” they said that students’ writing was that the content of their composition was not relevant to the topic, the ideas were not clearly stated; the ideas and sentences were not well organized and students and students did many errors in vocabulary, grammar, and spelling.<sup>11</sup> The application of dynamic visualization such as animation is potentially well suited for learning contents and is not easily affordable in classroom settings. Such teaching can be made real through multimedia in such that instruction would be simplified and appreciated.<sup>12</sup>

According to the result of the research by using Animated Picture the students have increased in writing especially in descriptive text. It supported by the scores students gained in which they received higher scores after the researcher gave the treatment using Animated Picture. As the result previous research above has different between the researcher. The different is in the skills. Learning and mastering vocabulary is easier and more basic than writing descriptive text. So I prefer vocabulary because I consider this skill easier than writing descriptive text. For the object of research still in eighth grade of Junior High School.

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<sup>10</sup> <file:///C:/Users/User/AppData/Local/Temp/186-Article%20Text-326-1-1020190327.pdf> accessed on 16<sup>st</sup> Februari 2019

<sup>11</sup> <file:///C:/Users/User/Downloads/Documents/SKRIPSI%20PDF.pdf> accessed on 16<sup>st</sup> Februari 2019

<sup>12</sup> Owolabi Olabode Thoma, *British Journal of Education, Society & Behavioural Science* Vol.2, No.4, 2014: Effectiveness of Animation and Multimedia Teaching on Students’ Performance in Science Subjects, (Nigeria: Department of Curriculum Studies: 2014), p. 202 <https://pdfs.semanticscholar.org/653c/81e129c65ef2c02d460a342d2350d2caf01b.pdf>, accessed on 14<sup>st</sup> September 2019

From the statement above the writer conducted a research entitled: The Influence of Using Animated Picture toward Student's Vocabulary Mastery at the First Semester of the Eighth Grade of SMP Gajah Mada in the Academic Year of 2018/2019.

## **B. Identification of the Problem**

Seeing the background of the problem above, the researcher identified the problem as follow:

1. The students' vocabulary mastery is still low.
2. The students still found difficulties to improve their vocabulary
3. The students difficult to memories the word, because the teacher media that used in teaching vocabulary is not interesting or monotonous.

## **C. Limitation of Problem**

In this research, this research on Using Animated Picture towards Students' Vocabulary Mastery at the First Semester of the eighth Grade of SMP Gajah Mada in the Academic Year of 2018/2019.

## **D. Formulation of Problem**

The researcher formulated the problem of the research, the researcher would like to formulate the problem in this paper as follows: Is there any significant Influence of using animated picture towards student's vocabulary mastery at the first semester of the eighth grade of SMP Gajah Mada in the Academic Year of 2018/2019?

### **E. Objective of Research**

The objective of the research is to know whether there is a significant influence of Using Animated Picture toward Students' Vocabulary Mastery at The First Semester of The Eighth Grade of SMP Gajah Mada in the Academic Year of 2018/2019.

### **F. Significance of the Problem**

After doing this research, the writer expected that the result of this research was:

1. Theoretically, the students can more interested and motivated in learning English especially about vocabulary mastery.
2. Practically, the teacher can improve students' vocabulary mastery especially in understand and apply it to any skill with the:
  - a. Media animated picture: static image (such as Picasso or complex graph) may convey complex information through a single picture.
  - b. Skill vocabulary mastery: total number of words in a language.

### **G. Scope of the Research**

The scope of the research was as follows:

1. Subject of the Research

The subject of the research was students at the Eighth Grade of SMP Gajah Mada in the Academic Year of 2018/2019.



## 2. Object of the Research

The object of the research was the Use Animated Picture towards Students' Vocabulary mastery.

## 3. Place of the Research

The researcher was conducted in SMP Gajah Mada.

## 4. Time of the Research

The researcher was conducted at first semester in the academic year of 2018/2019.



## CHAPTER II LITERATURE REVIEW

### A. Teaching English as Foreign Language

Teaching English as foreign language means English as taught to people whose main language is not English and who live in a country where English is not the official or main language. While teaching English as second language is a language which is not their native language but which they use at work or at school, native English speaker is a person whose mother tongue is English, regardless of whether s/he is from the UK, the USA, Australia or any other English speaker country. English native speaker is an English person (i.e. born in England). In other words that teaching English as a foreign language and teaching English as a second language is not necessarily different.<sup>13</sup>

For most learners in Indonesia where they learned English only in school and they seldom use it to speak in their daily live. In other side such as in America or Malaysia where they learn English well in the school and fluency in conversation in their daily live. They acquire English because they are exposed to language in the society, they are not always aware of process of gaining the language. Referring to the theory of gaining a target language, Krashen in Teaching English as a foreign language differentiates two different ways of gaining a target language: acquisition and learning. So gaining English Indonesia is regarded more as a learning while in Malaysia more as acquisition. Acquisition is defined as a subconscious process that is identical to the process used in first language

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<sup>13</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.21

acquisition in all important ways, while learning is defined as conscious knowing about target language.<sup>14</sup>

Based on the explanation above the researcher concludes that teaching and learning English as a foreign language is to make the students master language. The teachers are able to create a comfortable class and use creative media and motivate the students in learning English. The objective of teaching English as a foreign language is to provide the students with the skills which enable to communicate with the speaker of other nationalities who also learn English.

## **B. Concept of Vocabulary**

Vocabulary is one of the important parts in learning language. If the students' vocabulary mastery is limited, they will find some difficulties in using English for the aim of communication in English. Vocabulary is very important for us to use language, without vocabulary we cannot develop the language skills namely; listening, speaking reading, writing, and translating. Vocabulary is an important devise in language learning, there are some experts who give definition of vocabulary. Neuman and Dwyer state Vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)".<sup>15</sup>

One thing that differentiates human from animals is verbal language or speaking besides mind to think. Humans can communicate with others through

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<sup>14</sup>*Ibid*,p. 141

<sup>15</sup>MofarehAlqahtani, *International Journal of Teaching and Education Volume 3 (3) (2015): The Importance of Vocabulary in Language Learning and How To Be Taught*,p.24, accessed on 16<sup>st</sup>September 2019

verbal language, either to apply or receive the information the animal cannot do. In other words vocabulary is the important thing besides many factors in learning English. Without mastering vocabulary, it is impossible to master English well. The more students get the vocabulary, the easier to improve their English skills.

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because in order to be able to speak, write, and listen learners have to know vocabulary first. Burns defines vocabulary as the stock of words which is used by a person, class or profession.<sup>16</sup> It means that in learning vocabulary learners have to know the meaning of it and also understand can use it in sentence context. Thornbury says that a language has words. He also says that the new coming of words is never stopped. It means that vocabulary is the vital part of language. By having adequate vocabulary, one will be able to communicate to other people and express his idea clearly and easily.<sup>17</sup>

A word is microcosm of human consciousness. Then when the human speak they are removing the words from their mouth by using their language.<sup>18</sup> Then vocabulary is the important to be mastered. Because with the vocabulary the students can express their idea and communicate with each other well. Vocabulary is Important in learning language because without it, learners cannot use language to communicate to other people. So, the quality of the students' language depends to some extent on the quality of their knowledge of vocabulary. The researcher concluded that vocabulary is a list that contain words with the meaning in language. It is clear for us that vocabulary is important thing besides many factors

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<sup>16</sup>. *Ibid*,p.25

<sup>17</sup>Scott Thornbury.*Op. Cit*,p.1

<sup>18</sup>*Ibid*,p. 2



in learning English. Without vocabulary is one important component of English that should be mastered

### C. Concept of Vocabulary Mastery

Vocabulary mastery is important for language learners in learning the whole language too. Willis says that when students build vocabulary mastery, they can more effectively communicate their ideas, knowledge and voice.<sup>19</sup> Hornby defines mastery as complete knowledge or complete skill.<sup>20</sup> It is an individual achievement and possession when students try to develop their vocabulary, their thinking and understanding of speaking will improve. Then, they can communicate effectively. Vocabulary mastery is purposed of learning vocabulary, because when learners mastery vocabulary they are able to use it in daily life.

Kridalaksana says that vocabulary represent: (1) Language components claiming all information about meaning and word usage, (2) Vocabulary mastery of the speaker or writer of language. It consists of single word, complex word, compound word and also idiom.<sup>21</sup> Lyons says that single word is word whose root cannot be morphologically analyzed, for example : teach, friend and nation. While complex word is word which is formed by a simple word added with certain augmentation, in the form of prefix or suffix, for example: teacher, unfriendly, national.<sup>22</sup> Meanwhile, compound word represents the word yielded with the combination of two words or more to forming new word, for example:

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<sup>19</sup>Judy Willis, *Teaching The Brand to Reas*, (Alexandri: Association for Supervision and Curriculum Development (ASCD, 2008),p.80

<sup>20</sup>MofarehAlqahtani, *Op. Cit*, p.26

<sup>21</sup> Kridalaksana, Harimurti, *Kamus Linguistik*,( Jakarta: PT Gramedia Pustaka Utama, 1993 ),p.75

<sup>22</sup> Lyons, John, *Language and Linguistics*, ( Cambridge: Cambridge University Press, 1999 ),p.18

supermarket, drugstore, and handbag. While idiom represents the lexical meaning built from some words, which cannot be explained again by looking at the forming words, for example: turn down, run out, hang on, and give in.<sup>23</sup>

From the statements above, the researcher assumes that students' vocabulary mastery is meant as the students' ability to use or to understand all the words of the language, including single word, complex word, compound word and idiom. The researcher also says that the mastery of vocabulary of a foreign language is also useful for the process of achieving language – teaching objectives.

Harmer defined there are some aspects of vocabulary that should be though or mastered by students in learning foreign language, they are as follows:<sup>24</sup>

### **1. Word Meaning**

The least problematic issue of vocabulary, it would seem, is meaning. Harmer word meaning include:

#### **a. Polysemy**

Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance is being used.

For example : The house is at the foot of the mountains.

#### **b. Antonym**

The term antonym is used for opposite meaning of word. For example:

“Full” is an antonym of “Empty”

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<sup>23</sup> Zainuddin, *Pengetahuan Kebahasaan: Pengantar Linguistik umum*, ( Surabaya: Usaha nasioanal, 1985 ),p.28

<sup>24</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (London: Cambridge, 1988),p.18

c. Synonyms

It means that two or more words have the same meaning. For example: the synonym of smart is clever, bright may serve as the synonym of intelligent.

d. Hyponyms

It means items that serve as specific examples of a general concept. For example: the hyponyms of animal are dog, cat, horse.

e. Connotation

A less obvious component of the meaning of an item is its connotation.

The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. For example: “slim” has for able connotations, while “thin” has unfavorable; so that one could describe something as “slim body” not “thin body”

## 2. Extending Word Use

Words do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such context black and yellow mean something else. It is frequently stretched through the set of metaphorical and idiom use. For example: “as sick as parrot” this idiom expression became so widely used that it began to irritate everybody, except, perhaps.

### **3. Word Combinations**

Although words can appear a single item which are combined in a sentence. (The mongoose bit the snake), they can also occur in two or more items groups. (The normally lightning – quick reactions of the reptile let it down). They often combine with each other in ways which competent speakers of the language recognize instantly, but which other often find strange. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another.

### **4. Word Grammar**

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. we make a distinction between countable nouns. The former can be both singular and plural. We can say one chair or two chair, etc.<sup>25</sup>

From those statements, it can be concluded there are some aspects of vocabulary : They are word meaning, extending word use, word combination and word grammar. In this research, the researcher will focus on word grammar for teaching vocabulary young learners in junior high school.

### **D. Concept of Teaching Vocabulary**

Students are often asked to memorize a lot of words without putting them into contextual meaning, either in written or in spoken. We also need to know that there are five possible ways of learning vocabulary Kustardjodefined, they are:

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<sup>25</sup>*Ibid*, p. 18 – 21



1. Learning vocabulary through creativity. The teacher lets the students decide many choices by themselves what they want. The teacher can choose any media which are able to their students to be creative by producing vocabulary, for example: game, animation, picture ,drama, etc.
2. Learning vocabulary through context clues. The teacher can use the context clues in a word recognition by figuring out the meaning of a word based on the clues in the surrounding context. The teacher can give synonyms, antonyms, definition of word, example, direct explanation or summary to the students.
3. Learning vocabulary through guessing. The teacher can encourage the students to guess correctly, the students should have a good rationale. The teacher can give example by pronouncing a sentence, and then the students guess the word the teacher means.
4. Learning vocabulary through definition. The teacher guides the students to define the meaning of words and arrange the words into the correct sentences.

Referring to the definition above, it is obvious that teaching learning vocabulary need the right ways to be used in order to make it successful. Based on the statements above, the researcher assumes that there are many ways to teach vocabulary that is used by most English language teachers, such as animation media which indeed in their daily lives students often find it on television or on technological sophistication such as social media. students are only asked to see

the animation that is clear in an interesting form and remember the image with meaning.

### **E. Concept of Animated Picture**

The animated is given the appearance of movement. Thus, animated picture is picture that give appearance of movement. Mayer and Moreno (2002, p.88) suggested that animated picture is one of the most interesting forms of pictorial presentations, in the form of simulations of moving images that describe the movement or movement of an object.<sup>26</sup> He says that animated picture is the process of creating motion effects or changes within a certain period of time, can make images change by making simple and fast movements so the picture / cartoon will look alive.<sup>27</sup> Animated picture process that, in general, produces motion illusion in the viewer by sequencing the still images produced in the analogue or digital environment in sequence.<sup>28</sup>

From the definition of animated above. It can be concluded that animated is to alive, to move silent something, thus it seems like the picture is alive. An animated can be called a cartoon, but in this review researcher focus on the potential of animated as an educational tool, it also has an application in scientific

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<sup>26</sup>Mayer and Moreno, *The Turkish Online Journal of Education Technology Volume 11 (4) (2012)*: Videos and Animation Pictures for Vocabulary Learning: A Study and Difficult Words, p.347

<sup>27</sup>Wojowasito, *E-Proceeding of Art & Design Volume 2 (1)(2015)*: Animation Design as Learning Media About Prevention Attempt of Osteoporosis Since Teenage, p.16  
[https://openlibrary.telkomuniversity.ac.id/pustaka/files/jurnal\\_eproc](https://openlibrary.telkomuniversity.ac.id/pustaka/files/jurnal_eproc), accessed on 14<sup>st</sup> September 2018

<sup>28</sup>Martinez.O.O.L, *TEM Journal Volume 7 (3) (2018)*: Using Animation as a Means of Enhancing Learning of Individuals with Special Needs, p.671  
[file:///C:/Users/User/Downloads/Documents/TemJournalAugust2018\\_670\\_677.pdf](file:///C:/Users/User/Downloads/Documents/TemJournalAugust2018_670_677.pdf), accessed on 14<sup>st</sup> September 2019

study, for example: how car brakes work, how pumps work. It can be concluded that animated is not only used entertainment, but also it can be used a teaching tool. In this research, the researcher was focused in using animated picture in teaching vocabulary.

#### **F. Procedure Animated Picture towards Vocabulary Mastery**

In teaching vocabulary through picture, the teacher needs to follow some procedure in order to make the teaching learning run well. They are:

##### **1. Preparation**

The teacher prepares the media/ tool like: laptop, LCD Projector, animation materials and also reference books.

##### **2. Application**

The teacher usually starts the lesson by greeting the student and checking the attendance list. It is supported by the result of using this method that the teacher always greet the students when they start the lesson. The activities during the teaching and learning process the classroom.

- a. Show the animated picture using media tools.
- b. Give motivation and guide in teaching vocabulary process, then give them understanding material.
- c. Give the students individual task or in pair to see, understand, and memorize the vocabularies.
- d. Teacher helps students in corrected the students' error.

- e. Give the students tasks and home work about vocabulary given.<sup>29</sup>

Based on the expert above, the researcher tries to modified the procedure as follows:

- a. The teacher divides students into two groups gives vocabulary.
- b. After the animation has been aired, each group asked to rewrite and memorize the vocabulary in the animated show. ( Noun )
- c. The teacher feels the time given to memorize is enough, the teacher asks the first group to come to front of the class.
- d. And each group member will mention vocabulary alternately as well as the second group.
- e. The teacher assigns assignment to students to memorize all vocabularies given to groups of first and second groups.

In the ways the researcher can increase their interest in learning vocabulary and they was memorized the objects that are conveyed so that they can easily make a sentence in English.

## **G. The Strength and Weakness of Using Animated Picture**

### **1. Strength of Using Animated Picture**

According to Sudjana (2006), strength of the animated picture include:

- a. The delivery of subject matter can be uniformed.
- b. The learning process becomes clearer and more interesting c) The learning process becomes more interactive.

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<sup>29</sup>Wiwiy T. Pulkadang. *Meningkatkan Kosa kata Siswa Melalui Penggunaan Media Audio Visual Pada Pelajaran Bahasa Inggris Kelas V SDN No. 30 Kota Selatan*, (RinekaCipta, Jakarta),p. 4



- c. Efficiency in time and energy.
- d. Improve the quality of student learning outcomes.
- e. Media allows the learning process to be carried out anywhere and anytime.
- f. Media can foster positive attitudes of students towards the material and learning process.

Changing the role of the teacher in a more positive and productive direction.<sup>30</sup>

## 2. Weakness Using Animated picture Method

According to Artawan (2010), the weaknesses of the animated picture include:

- a. Requires creativity and skills that are sufficient enough to design animations that can be effectively used as learning media,
- b. Requires special software to open it
- c. Teachers as communicators and facilitators must have the ability to understand their students, rather than indulging them with various learning animations that are quite clear without learning from them or presenting too much information in one frame tends to be difficult for students to digest.<sup>31</sup>

The researcher provides a solution that can be done by the teacher in the face of deficiencies in this media, in this very modern era the teacher will not run out of ways to be able to have skills in making animation that is interesting for teaching so that teachers can see various tutorials on the internet and see

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<sup>30</sup><https://bagawanabiyasa.wordpress.com/2013/05/26/media-pembelajaran/>, accessed on January 2019

<sup>31</sup><http://fujiapril1994.blogspot.com/2016/01/media-animasi.html>, accessed on Februari 2019

animated characters what is currently being liked so much that the animations given to students can be accepted and understood by students .

From the description above, we can know that image animation media can provide many benefits in delivering uniformed learning material and the learning process becomes clear and attracts children's attention and is more interactive and efficient in the use of time and energy.

## **H. Concept of E Dictionary Media**

According to DeniDarmawane-dictionary is a learning medium in the form of a portable dictionary that is usually relied on on laptops or sophisticated mobile phones such as Android. Media e-dictionary is so interesting in its use.<sup>32</sup> dictionary is a learning model that utilizes communication and information technology. Dictionary emphasizes efforts to simplify the learning process without being bound to time and space, this makes mobile learning has its own charm. Apart from easy access, E dictionary is also always developing, because there is always a daily update of information. In the world of education today we cannot rely solely on conventional learning, because the demands of the times are increasing and varied.

From the definitions above, it conclude thatE dictionary as an alternative learning medium in the field of education without ignoring the role of teachers and textbooks.

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<sup>32</sup>AndhikaPradhanaPutra, *E Journal FakultasIlmuPendidikanTahun2016*:  
PeningkatanPenguasaan Vocabulary Menggunakan Meida E-Dictionary, (Semarang:2016), accessed on September 2018

## **I. Strength and The Weakness of E dictionary**

### **a. Strength of E Dictionary method**

The following are the strength of translation method:

- 1) Understandable. For instance, if we translate an English text to Indonesia language, it is much more understandable by us.
- 2) Does not cost much because this media can be obtained by downloading on a mobile phone.
- 3) Easy to carry anywhere because the media is on mobile phones

### **b. Weakness of E Dictionary method**

The following are weaknesses of dictionary method:

- 1) Lack of originality. We do think it will be lack of originality as we tend to change the words. Thus the meaning of the text itself is marginally or slightly different.
- 2) it's not very clear where the reference is from.
- 3) It makes the students a passive learner.

The researcher gave solusioan about the weaknes in this method the original meaning of the author's word does not matter because in English one word can have many meanings and in the passivity of students the teacher can innovate this dictionary method more interestingly or invite students to practice the word in front of the class and give more value to students who can practice it.

## **J. Procedure of Teaching Vocabulary through E dictionary media**

Language teachers my develop their own procedures as long as they are in accordance with the characteristic of the dictionary method. The following

procedure of teaching the target language through the E dictionary is adapted from Larsen – Freeman.<sup>33</sup>

- a. The teacher greets the students
- b. The teacher checks attendance list.
- c. The teacher prepares the material
- d. The class reads a text written in the target language
- e. Students' translate the passage from the target language to their mother tongue.
- f. The teacher ask the students to find in E dictionary.
- g. The teacher ask students in their native language if they have any questions ,student ask questions and the teacher answer the question in their native language.
- h. Students' write out the answers to reading comprehension questions.
- i. Students' translate new words from the target language to their mother tongue.
- j. Students' are given grammar rule and based on the example they apply the rule by using a new words.
- k. Students' memorize vocabulary.
- l. The teacher asks students to state the grammar rule.
- m. Students' memorize the rule and errors are corrected by providing the right answers.

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<sup>33</sup><file:///C:/Users/User/AppData/Local/Temp/28159-32816-1-PB-1.pdf>, accessed on November 2019.

## **K. Memorization Technique**

According to Ohoiwutun (2005:10) Memory technique is a technique to enter information into the brain that is in accordance with the workings of the brain.<sup>34</sup> Because the technique used is in line with the workings of the brain, this will increase the creativity and efficiency of the brain in absorbing and storing information. This is in accordance with the techniques that should be needed in vocabulary teaching than by repeating information about the vocabulary periodically in the form of pictures or just a writing. From the definitions above, it can be concluded that memorization technique as an alternative for learning vocabulary and students will understand the meaning of a vocabulary so much that students can apply the vocabulary and students' creativity in making sentences will increase.

## **L. Frame of Thinking**

To be able to speak, to read or to write well, one needs vocabulary. When the students learn English, they must learn the vocabulary, because with the vocabulary the students can express their idea and communicate with each other well. Vocabulary is one component of English that should be mastered because without vocabulary people could not communicate with others. Therefore, vocabulary is one component that should be learned and taught to the students. In teaching vocabulary, an English teacher should be able to help students to memorize the words. Therefore, the teacher should have a media to make the students enjoy and increase the students' vocabulary.

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<sup>34</sup> Ohoiwutun. *Quantum Learning*, (Bandung: Kaifa, 2001), p.14



Animated picture is a media use teaching English. In the teaching vocabulary animated picture is effective tool to use, because it helps teachers to tell the material more simple and clear understanding. The researcher assumes that teaching vocabulary by using animated picture make teaching learning process easier and interesting, and helps the students for memorize vocabulary with more easy way so the students will be easy in understanding the material given.

And also with E Dictionary media after the researcher was applied E Dictionary media, students was translate vocabulary that they do not understand so when they translate with the E dictionary media also helps students memorized vocabulary even though this media cannot be varied like Animated picture.

#### **M. Hypothesis**

Based on frame of thinking above, the researcher proposes the hypothesis as follows:

$H_0$ : There is no significant influence of using animated picture toward students' vocabulary mastery.

$H_a$ : There is significant influence of using animated picture toward students' vocabulary mastery

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